

BOARD OF EDUCATION, SOUTH KENSINGTON
LONDON, S.W.

REPORTS OF THE EXAMINERS
ON THE
RESULTS OF THE ART EXAMINATIONS

IN THE FOLLOWING SUBJECTS :—

GEOMETRICAL DRAWING, PERSPECTIVE, FREEHAND
DRAWING, MODEL DRAWING, DRAWING
IN LIGHT AND SHADE, AND DRAWING ON THE
BLACKBOARD.

MAY and JUNE, 1903.



LONDON :
PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE
By WYMAN AND SONS, LIMITED, FETTER LANE, LONDON, E.C.

RESULTS OF THE ART EXAMINATIONS

REPORTS OF THE EXAMINERS

CONTENTS.

	PAGE
Geometrical Drawing - - - - -	3
Perspective - - - - -	6
Freehand Drawing - - - - -	9
Model Drawing - - - - -	9
Drawing in Light and Shade - - - - -	10
Drawing on the Blackboard - - - - -	11



27. 1. 1902

Extract from the Report of the Examiner (H. W. O. Hagreen) on the Art Examinations in Geometrical Drawing, May and June, 1903.

EVENING EXAMINATION.

There was this year a great decrease in the number of entirely helpless candidates, and consequently a higher general standard of knowledge of constructions. Draughtmanship is, I think, steadily improving, but there is a most mistaken tendency in some quarters to spoil quite creditable compass work by bad freehand "lining in." This, and other prevalent defects, appear to me to be largely due to insufficient supervision and correction of students' work by their teachers.

The intention of Section B was certainly much better understood than has hitherto been the case. Many candidates who employed freehand were really quite unable to express their meaning by that means.

SECTION A.

Question 1.—Improvement was shown in understanding of the principle of a diagonal scale, in measuring the length of the scale, and in figuring. But the practical purpose of a diagonal scale—extreme accuracy of measurement—seems to be comparatively little realised, so that much of the work done would be quite useless outside an examination paper.

There were, again, many scales showing hundredths of an inch.

Question 2.—Solutions were extremely varied in merit, methods being often cumbrous and roundabout. Points of contact were better shown than last year, but in most cases obviously because they were asked for, not because their value was at all understood. Many candidates are evidently not taught to secure contacts by careful placing of centres.

Question 3.—Very few teachers appear to have adopted the suggestion in last year's report upon the day examinations that the usual general method for inscribing a regular polygon in a circle might advantageously be replaced by the determination of the angle subtended at the centre of the circle, and its construction by the scale of chords or protractor. The results of a simple faith in the practical accuracy of the general method are too often disastrous; but very rarely was any attempt made to reduce the resultant error by trial. A few candidates used an illogical method found in some text-books, which employs the division of a semicircle *by trial* as a construction for dividing a circle. Constructions for the second nonagon were fairly numerous; still, I should like to see more attention paid to such problems of proportion.

Question 4.—This, like all previous exercises on *loci* for centres of circles, was very little understood, though plentifully attempted. One assistant examiner reports that there were only *four* accurate solutions in more than 900 papers.

Question 5.—Well understood, and often accurately drawn. The dimensions, however, were far too often obtained by arithmetic.

Question 6.—Not much attempted. Well done when understood, but a good many candidates failed to “read” the given plan.

Question 7.—Some knowledge of projection was usually shown, but the treatment of the opening was weak. Altogether, there was a falling off in the quantity and quality of the answers on projection.

SECTION B.

Question 8.—The setting out of the pattern showed marked improvement; but the unit of repeat was disappointingly little shown. In many cases the methods of setting out seemed to imply the necessary knowledge, and yet the unit was either wrongly indicated or not marked at all. In many other cases the meaning was entirely missed—even to the extent of such written notes as “unit a semi-circle,” “unit $\frac{1}{4}$,” “unit 45°.”

Question 9.—The drift of the question was generally grasped, and there were a few very ingenious answers. Too many, however, proved their unsoundness by including such figures as the circle, the regular pentagon, and octagon, among those capable of repeat without interspaces.

Question 10.—In spite of a tendency to draw too many lines, the results showed a fair appreciation of the problem. Some of the free-hand sketches were very bad.

Question 11.—Not usually at all completely or methodically answered. The connection of the various parts was often apparently left to luck. Yet this is the kind of problem with which an ornamentist has to deal in practice.

Question 12.—The plan was often understood, the elevation not so often.

DAY EXAMINATION.

There was a marked deterioration, both as to Geometry and Drawing, in the exercises worked this year. This falling off is no doubt largely due to the withdrawal of the Training Colleges from the examination; but apparently, also, the importance attached to the subject by teachers has been slight, and the supervision of students' work inadequate. Only on this assumption can I understand, for instance, the quantity of heavy freehand “lining in” of problems in Section A, or the rarity of any idea as to a unit of repeat in Section B.

Projection was not much attempted.

SECTION A.

Question 1.—Really serviceable scales were rare. The necessity for practical accuracy of division is not yet sufficiently understood, and there was a general tendency, the result of insufficient practice, to treat a diagonal scale as necessarily decimal. The length of the scale was usually rightly found.

Question 2.—A common-sense question, fairly well done when the diagram was rightly read.

Question 3.—For an ordinary text-book problem this was poorly done. The tangent was often wrongly placed, showing that its meaning was not understood.

Question 4.—The pentagon of given side was generally understood, and fairly well drawn; but the word "tangential" appears to have no meaning for the ordinary candidate, so that the centres of the five arcs were rarely rightly determined. Constructions based on proportional enlargement of the central circle from the diagram could not, of course, be considered solutions.

Question 5.—Proportional constructions have evidently received attention, but there were few complete or workmanlike solutions. Many attempts showed no construction whatever.

Question 6.—Although many candidates were puzzled by details, the conception of projection on a second xy is becoming more general.

Question 7.—Not so often tried as was Question 6, but the attempts generally showed some knowledge.

SECTION B.

Question 8.—Very generally attempted, and with very fair success.

Question 9.—Considering the simplicity and familiarity of the pattern, the results were disappointing. The question was often carelessly and unintelligently read. The unit was usually not indicated at all, and when shown was often wrong.

Question 10.—Though there were not many complete solutions, the attempts were generally sensible, and showed appreciation of the skeleton of a design.

Question 11.—Attempts were few and poor. The meaning of a unit of repeat was very rarely intelligently grasped, so as to be of any practical value either in designing or copying.

Question 12.—When done, generally showed some knowledge of projection; but there were a good many mere copies of the given perspective sketch. The freehand drawing was often extremely poor.

Extract from the Report of the Examiner (H. Walter Lonsdale), on the Art Examinations in Perspective, May and June, 1903.

EVENING EXAMINATION.

The average quality of the work submitted was better than in the corresponding examination of last year. It is evident that fewer quite incompetent students offered themselves for examination, with the result that there was a much smaller number of worthless papers; on the other hand there was a falling off in the number of very good answers. The exercises in Section (B) exhibited a marked increase of proficiency. Improvement in the measurement of heights was observable, but failure to understand the simple geometrical diagrams of the objects to be put into perspective was still surprisingly prevalent.

SECTION (A).

Question 1 and 2.—This last fault was conspicuous in the attempts in both these problems, but especially in Question 1. Very many of the candidates, while affording proof of knowledge of perspective methods, failed to give the true aspect of the objects, owing to this defective comprehension of the relations of plan, elevation and section.

Question 3 was unsatisfactorily responded to. It was worked by comparatively few candidates, of whom only a very small number arrived at a correct solution, a large proportion treating the square faces of the slab, not as the inclined planes specified in the statement, but as oblique or as horizontal planes.

Question 4 produced a fair number of good attempts, but not many of these were in all points accurate. Here again the failure to seize the meaning of the plan and elevations given in the diagram was very common. In the few instances where the oblique lines of the roofs were found by means of their proper vanishing points, this evidence of knowledge was recognised in the award of marks.

Question 5 was not numerously taken up, but when attempted elicited a good proportion of satisfactory replies. Many of the students, while not succeeding in giving the correct answer, owing to some initial error due to an insufficiently careful reading of the question, worked in other respects intelligently, showing a good understanding of the perspective processes employed.

Question 6 met with but qualified success. As a rule, only the shadows of those objects, the vertical lines of which touch the ground, were quite correctly traced. Even in the more complete answers, the method almost uniformly adopted was that of finding the shadow of a line by means of the shadow of a vertical dropped from a point on the line to the ground; the use of the more rapid and accurate method, by finding the vanishing point of the shadows themselves, was a rare exception.

SECTION (B).

Question 7 was attempted by a large number and the answers showed a fair average of success.

Question 8.—The principle of the construction for drawing the lines tending to the inaccessible vanishing point was generally understood, but the more simple and expeditious methods were, in the majority of cases, not employed.

Question 9 was not satisfactory in its results, there being relative few completed and correct solutions, and very numerous instances of confused ideas as to the process for finding the heights and widths of the steps.

Question 10, selected by a large proportion of the candidates, was for the most part well worked. Many used with advantage the direct method of finding the lines of the gable by their vanishing points. A common fault, however, not confined to this exercise, but of very general occurrence, was the placing of the assumed ground-line at a needlessly great distance in advance of the object, thereby often causing points of measurement to fall outside the limits of the paper. The more practical method of drawing the ground-line touching the object was comparatively seldom seen.

Question 11 and 12, were numerously taken up, and a good proportion of correct solutions was presented.

DAY EXAMINATION.

The level of ability displayed was lower than that of the Evening Examination. The results compared still more unfavourably with those obtained in the corresponding Examination of last year, the diminution in the number of really good papers being very marked. There were many instances in which candidates, while showing in their attempts at the more advanced problems a good knowledge of the perspective of oblique planes and lines, failed in much simpler exercises, either from ignorance of the principles of geometrical drawing, or from want of thorough understanding of some rudimentary perspective process.

SECTION (A).

Question 1.—Of the very numerous attempts few were quite successful. The height of the ridge of the roof was rarely correctly found, and, as in the corresponding exercise in the Evening Examination, imperfect understanding of the geometrical diagrams was a very frequent cause of failure.

Question 2 showed a low proportion of good answers. In a large number of instances the measurements of the object on the lower plane were taken from the ground line, in some cases even when the intersection line of the lower plane had been rightly found.

Question 3 was fairly well responded to, but carelessness in following the instructions as to the position of the prism was far too common.

Question 4 met with only a moderate proportion of success. Many of the candidates, however, used the direct method of finding the intersections with the oblique plane by means of their proper vanishing points.

Question 5 was selected for the most parts by students having advanced knowledge, producing a large proportion of intelligent work. None of the answers were, however, completely accurate; it was not recognised that no surface of the cube could be a vertical plane, when, as was pointed out in the statement of the Question, all the edges of the cube were inclined to the ground.

Question 6 attracted few candidates, of whom only a small number were able to give full and accurate replies.

SECTION (B).

Question 7 was attempted by a very high proportion of the students, but quite satisfactory answers were very rare. While many arrived by a circuitous method at a solution which is theoretically correct, but inaccurate in practice, very few saw the identity of the vanishing point of D with the measuring point of B, by means of which the problem is more simply solved.

Question 8 had a good average of successful answers.

Question 9 was less satisfactory. Though, on the face of it, mainly an exercise in finding a line tending to an inaccessible vanishing point, a great many of those attempting it showed no knowledge of the requisite methods.

Question 10.—The relation between the height of the Horizon from the ground line and the heights of verticals standing on the ground plane being very imperfectly understood by the great majority of the candidates, correct answers were comparatively rare.

Question 11, which was very numerously taken up, had a high average of successes.

Question 12.—A good proportion of the students attempting this problem had a general knowledge of the perspective of shadows cast by an artificial light, but few of the results showed thorough acquaintance with the subject. The error of assuming the plane of shade of the vertical line standing on the block to be parallel to the right hand face of the block was of constant occurrence.

Extract from the Report of the Examiners (W. J. Donne and W. Norris, A.R.C.A. Lond.) on the Art Examinations in Freehand Drawing in Outline, May and June, 1903.

EVENING EXAMINATION.

The work was not so good as that of last year. There were occasional signs that the work had been hurried. Candidates should understand that high marks can be obtained if the whole subject is intelligently blocked in and a portion well finished.

Bad methods of work occurred in batches suggesting poor teaching, but the work from many Schools was excellent in method. Greater accuracy, combined with freedom and boldness, should be encouraged.

DAY EXAMINATION.

The work was similar in character to that done at the Evening Examination, and the Examiners noticed the same inclination to hurry.

Extract from the Report of the Examiners (Martin A. Buckmaster, A.R.C.A. Lond., and John Parker, R.W.S.) on the Art Examinations in Model Drawing, May and June, 1903.

EVENING EXAMINATION.

The average quality of the work was lower than in the corresponding examination of last year. Most of the candidates who drew from the first group of Models failed in representing the fore-shortened ends of the Hexagonal Prism, which were frequently drawn as though they were not in parallel planes. Drawings of the Cone from the more difficult points of view were very rarely accurate.

Though the drawings of the second group of Models were generally more successful, the standard of work was not so high as usual at these examinations. The square Prism and the Cylinder were frequently represented as inter-penetrating, due apparently to the want of a correct method in the preliminary planning out of the drawings of the group.

DAY EXAMINATION.

The work done at the Day Examination was generally on a lower level than that of the Evening Examination. Some of the exercises showed many grave faults and it would appear that the instruction given to the candidates who worked them was deficient in method.

The practice of Model Drawing under sound instruction is very important since it enables a student to represent objects of varied form in true perspective, and assists him when drawing objects from memory.

Extract from the Report of the Examiners (Henry Bayfield and John Somerscales, A.R.C.A. Lond.) on the Art Examinations in Drawing in Light and Shade, May and June, 1903.

EVENING EXAMINATION.

As compared with last year the Examiners found considerable improvement in the exercises worked at this Examination, a greater proportion of drawings, some of which are excellent, having obtained high marks.

The chief fault was a want of attention to the character and growth of the ornament, which must be fatal to a good rendering of the cast; this fault was rarely found in the exercises executed in pencil. Though there was considerable improvement in the pencil work this year, there was still a great tendency to slightness and want of truth in relative tones.

We have again to call attention to the bad lighting of the cast. In many cases the light must have been almost directly in front of the cast, and in other cases the cast was too much in shade; in these circumstances the exercise becomes more difficult than it would be were the instructions given upon the examination paper carried out, viz: that "each cast should be lighted from the left by only one good light."

Owing to the simple character of the cast given this year, we feel there should have been fewer unfinished exercises.

There was this year an improvement in the drawings executed in water colour.

DAY EXAMINATION.

The Examiners wish to draw attention to the great proportion of inferior work compared with that done at the Evening Examination.

The majority of candidates did not appear to have received sufficient preparation, and many did not seem to have a clear understanding of the true signification of the term "Light and Shade."

Report of His Majesty's Chief Inspector of Art Instruction
(S. J. Cartlidge, A.R.C.A. Lond.) on the Examinations in
Drawing on the Blackboard at Schools of Art and Art Classes,
1903.

Although the examination tests were increased in scope, the work as a rule was very satisfactory, showing evidence of sound and thorough instruction. There was, however, a slight falling off in work of the higher degrees of excellence, and the exercise in Model Drawing was weak at some centres. It is desirable that this subject should receive more attention in the course of study in Blackboard Drawing. At several centres the candidates presented a list of not more than three or four common objects they were prepared to draw from memory, no natural or ornamental forms or subjects for lesson illustration being included. In the case of external candidates who are self-taught, this might be in some measure excusable, but students who have been taught in schools are expected to show that they have been taken through a sound and comprehensive course of study in this subject. The new visual memory test, first applied this year, was generally well done, showing that the power to observe real things accurately had been well developed.

The defects noted last year in the work of candidates taught in some of the larger Pupil Teachers' classes were to be seen again this year. The mechanical character of their work is to some extent unavoidable in view of the routine of their general studies. But it should be stated that even here there is a wholesome striving after accuracy which is worthy of acknowledgment. Some of these candidates would, however, do well to remember that swiftness in delineation is an essential factor in the effective use of chalk for the illustration of school lessons, and that to attain facility of execution a considerable amount of practice is needed.
